

EVALUATION OF TRAINING PROGRAM

The following evaluation was prepared in response to memorandum of 28 August 1952 requesting participants' evaluation of the summer 1952 program on the USSR and Southeast Asia. Numbers refer to numbers of questions in the memorandum.

1. I feel that an area program on an analyst's own area can contribute to the individual's effectiveness by helping him to correlate and coordinate the many facts which he inevitably picks up in the course of his daily work and to see them in proper perspective against past developments and possible future developments. This increases his effectiveness, not only directly, by providing him with more knowledge with which to approach the various problems connected with his work, but also indirectly, by increasing his interest in his work and emphasizing the relationship of his work to the intelligence picture as a whole. An area program on an area or areas other than the one on which the individual is working also helps to provide a broader perspective, by giving the analyst a view of other areas with which he can compare his knowledge of his own area, and undoubtedly also stimulates interest, but I do not feel that the effect is as great or as direct as that of a program emphasizing the area with which the individual is immediately concerned.

2. I feel that this particular program was useful to me to the extent mentioned above (see comment regarding programs on areas other than the one on which an individual is working).

3a. As mentioned in 2, the subject matter of the program did not relate directly to my normal work. It was relevant to the extent that economic principles are applicable in general to any area and to the extent that some of the political developments described may foreshadow similar developments in the future in the area on which I work.

b. I think that the presentation was excellent in both the economic and the political lectures, with the exception of a single lecture in the political series in which the lecturer departed from straight lecture routine

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to ask the class questions which were either so elementary as to be pointless or so general as to permit many interpretations and to require an elaborate discussion in answer. Either type, it seems to me, is inappropriate in a lecture series of limited scope the purpose of which is to inform rather than to determine how quickly a student can snap back an obvious answer or to stimulate broad ideological discussions.

c. I did not attend the entire course. I feel that the length of time I did attend (about three weeks) was perhaps the maximum period during which an individual can be expected to devote ten hours a week to training and still carry his regular work load. I think it might have been somewhat easier under the circumstances to have had the classes for only one hour per day, even though this would have meant a longer course.

d. Except as noted under b, above, I feel that the balance between lecture and discussion was very satisfactory, i.e., mainly lectures, with opportunity for the students to ask questions but without forced discussion. It might be desirable to have special discussion periods, providing that the subject matter of the program were such that the students had a great deal of knowledge of it in addition to the necessarily limited course content. This would presumably be the case in a program on the student's own area. It was not the case in this program, from my point of view, because the subject matter was principally restricted to areas with which I have no great familiarity.

4. In a course of this type, I feel that students should not be required to do collateral reading or to prepare papers. A compulsory course requiring outside work should have a greater allocation of working time and a proportionate reduction in other work demands; a voluntary course might perhaps require outside reading.

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TO

FROM

SUBJECT: **Evaluation of Training Course**

DATE: 9 September 1952

Attached is the requested evaluation of the training course which we attended last month.

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